

ANSC 121

Psychological Anthropology

(Tentative) Syllabus Fall 2023

TUESDAYS & THURSDAYS

2:00-3:20PM

PEPPER CANYON HALL 120

LECTURER:

JULIA K. SLOANE, PH.D. (SHE/ HER)

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OFFICE HOURS BY APPOINTMENT (EMAIL TO SCHEDULE)

TEACHING ASSISTANT:

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COURSE DESCRIPTION

Uniquely situated at the nexus of psychology and anthropology, psychological anthropology investigates the ways in which a given socio-cultural environment influences the lived-experience and behavioral motivations of a person. Further, it considers how individuals use cultural resources to make meaning of their experiences and influence social and personal outcomes. In this course, we will be exploring how humans develop and live as cultural beings guided by the following foundational questions:

1. To what extent are our physical and mental experiences influenced by culture?
2. How do cultural views and expectations of normal versus pathological behavior influence mental health and development?
3. What does it mean to be a self in a given society and what is the relationship between self and group?
4. How are cultural meanings personalized and internalized by individual actors?
5. How is social life mediated, experienced and expressed through the body?

PREREQUISITE: UPPER DIVISION STANDING

COURSE LEARNING OUTCOMES

Upon completion of this course, students will be able to:

1. Understand how psychological anthropology differs from traditional psychological research and knowledge.
2. Discuss several founding key figures, their contributions and the tenets of the field.

3. Analyze the influences of cultural expectations and experiences on the emotional development and inner-psychological life of an individual.
4. Apply psychological anthropological thinking to question the explanations of human behavior that you currently take for granted or are presented within the context of everyday life.
5. Propose potential future research topics that consider the intersection of culture and psyche.

COURSE SCHEDULE

Week	Theme	Readings / how to prepare for class
Week 0	Introduction	Just show up on Thursday!
Week 1	History and Perception	<p>Tuesday (10/3/23)</p> <ul style="list-style-type: none"> No readings assigned <p>Thursday (10/5)</p> <ul style="list-style-type: none"> Boas, A Year with Eskimo (<i>skim</i>, 21 pages)
Week 2	Culture and Personality	<p>Tuesday (10/10)</p> <ul style="list-style-type: none"> Kaiser and Kohrt, Why Psychiatry Needs the Anthropologist: A Reflection on 80 Years of Culture in Mental Health (7 pages) <p>Thursday (10/12)</p> <ul style="list-style-type: none"> Tsosie – Indigenous Peoples, Anthropology, and the Legacy of Epistemic Injustice (11 pages)
Week 3	Identity and Self	<p>Tuesday (10/17)</p> <ul style="list-style-type: none"> Fisk and Sokefeld, Identity in Anthropology (11 pages) <p>Thursday (10/19)</p> <p>Assignment due before 6pm. 250-500 words reflect on MUDDIEST point (see below)</p> <ul style="list-style-type: none"> Hollan Cross-Cultural Selves (13 pages) <u>Optional</u>: Hallowell, Self and Behavioral Environment
Week 4	Emotions	<p>Tuesday (10/24)</p> <ul style="list-style-type: none"> Lutz and White, Anthropology of Emotions (27 pages) <p>Thursday (10/26/23)</p> <p>QUIZ #1</p> <ul style="list-style-type: none"> Kohrt, et al., Applying Nepali ethnopsychology to psychotherapy for the treatment of mental illness and prevention of suicide among Bhutanese refugees (17 pages)

Week 5	Deviance and Stigma	<p>Tuesday (10/31)</p> <ul style="list-style-type: none"> • Good, Culture and Psychopathology (26 pages) <p>Thursday (11/2)</p> <ul style="list-style-type: none"> • Yang, et al., Culture and Stigma: Adding moral experience to stigma theory (11 pages)
Week 6	Religion	<p>Tuesday (11/7)</p> <ul style="list-style-type: none"> • Basu, Dava & Dua (pp 162-181, rest is optional) <p>Thursday (11/9)</p> <ul style="list-style-type: none"> • Lester, Jesus in Our Wombs (33 pages)
Week 7	Embodiment	<p>Tuesday (11/14)</p> <ul style="list-style-type: none"> • Csordas, Somatic Modes of Attention (19 pages) <p>Thursday (11/16) QUIZ #2</p>
Week 8	Morality	<p>NO IN-PERSON CLASS – HAPPY THANKSGIVING! Do out of class assignment – more information to come</p> <ul style="list-style-type: none"> • Throop, From pain to virtue (24 pages) • Myers, Recovery stories: An anthropological exploration of moral agency in stories of mental health recovery (13 pages)
Week 9	Neuro-anthropology and Experience	<p>Tuesday (11/28)</p> <ul style="list-style-type: none"> • Seligman, Mind, Body, Brain, and the Conditions of Meaning (16 pages) <p>WEEK 8 ASSIGNMENT DUE 11/28/23</p> <p>Thursday (11/30)</p> <ul style="list-style-type: none"> • Jenkins, Schizophrenia as a Paradigm Case for Understanding Fundamental Human Processes (24 pages)
Week 10	Applying psychological anthropology and future worlds	<p>Tuesday (12/5)</p> <ul style="list-style-type: none"> • de León, Texting Amor (22 pages) <p>QUIZ #3</p> <p>Thursday (12/7)</p> <ul style="list-style-type: none"> • Lende and Downey, The Encultured Brain- Toward the Future (21 pages)

All readings can be found in pdf format on the course's canvas website! You do not need to purchase anything for this class.

ASSIGNMENTS, PROJECTS, AND GRADING

Assignment	Submit to:	Weight	Due Date
One Reflection	Canvas: Assignments	10% (20 pts)	10/19/23 @ 6pm
Attendance & Participation	In class	20% (40 pts)	Ongoing
Three Quizzes	In class	60% (120 pts)	10/26, 11/16, 12/5
Thanksgiving Assignment	Canvas: Assignments	10% (20 points)	11/28/23 @ 6pm

THERE ARE 200 POINTS AVAILABLE TOTAL.

Students will receive a letter grade based on percentage of points accumulated by the end of the quarter based on the following guidelines:

A 94-100%	B+ 87-89%	B- 80-83%	C 74-76%	D 69-65%
A- 90-93%	B 84-86%	C+ 77-79%	C- 70-73%	F < 65%

MUDDIEST POINT REFLECTION

M.U.D. = Most Unclear Detail.

250-500 words about either a point that confuses you, or a point that you were unclear about but now think you understand. Explain the concept in your own words. See Assignment sheet for more details.

COURSE POLICIES

ATTENDANCE

Students are required to attend all lectures during the scheduled lecture time unless they are ill or have made temporary alternate arrangements. If unable to attend lecture live, listen to the podcast on canvas as soon as possible. Participation means contributing during class discussion, but it also means being attentive (e.g. not distracted on your phone or doing homework for another class). At any point in the semester, please talk to me if you have an idea about how to make the classroom feel like a safer space to share your thoughts and experiences.

Participation will be structured in a manner that does not force students to share with the

entire class. I understand that many students are struggling with the transition between remote and in-person learning, and with the continuing COVID situation. I want to be as considerate of this as possible. At the same time, your education is our joint goal and this deserves respectful treatment. In order for the class to function at its best and for my instruction to fit the needs of the students, it is essential for you to be communicative about issues as they arise and engage in the material to the best of your abilities.

LATE POLICY

Assignments are due at the times listed and should be submitted for canvas. Scores will be penalized 5% for every day that the assignment is late.

INCLUSION STATEMENT

I agree with Ruth Benedict who said, “the purpose of anthropology is to make the world safe for human differences.” *I expect students in my class to demonstrate respect and strive for compassionate appreciation of one another regardless of familiarity.* If you experience less than respectful treatment from anyone in the course, please reach out to me or the TA. We will do whatever we can to ameliorate the situation. I also understand that we are all starting from different places. If you find yourself needing a little extra assistance in understanding the personhood of others, please reach out to me individually and I will try to help.

STUDENTS WITH SPECIAL LEARNING REQUIREMENTS

Students requesting accommodations for this course due to a disability should provide a current Authorization for Accommodation (AFA) letter (paper or electronic) issued by the Office for Students with Disabilities (<https://osd.ucsd.edu>). Students are required to discuss accommodation arrangements with instructors and OSD liaisons in the department **IN ADVANCE** of any exams or assignments.

COVID-19/ Sick Policy

If you're faced with the loss of a loved one, or illness strikes during the term and hinders your academic performance, please email me to make appropriate accommodations. Part of being a

student is being a human and your instructors understand this. It is important to alert us early if something threatens to inhibit your performance instead of trying to work through it on your own and then reaching out if you can't or when you're healthy again. Professors almost always consider an early warning as a sign of responsibility and preparedness, not weakness or difficulty.

ACADEMIC INTEGRITY

As a student in this course, you are responsible for knowing and abiding by UCSD's Policies on [Integrity of Scholarship](#) and [Student Conduct](#).

"Academic Integrity is expected of everyone at UC San Diego. This means that you must be honest, fair, responsible, respectful, and trustworthy in all of your actions. Lying, cheating or any other forms of dishonesty will not be tolerated because they undermine learning and the University's ability to certify students' knowledge and abilities. Thus, any attempt to get, or help another get, a grade by cheating, lying or dishonesty will be reported to the Academic Integrity Office and will result sanctions. Sanctions can include an F in this class and suspension or dismissal from the University. So, think carefully before you act. Before you act ask yourself the following questions: a) is my action honest, fair, respectful, responsible & trustworthy and, b) is my action authorized by the instructor? If you are unsure, don't ask a friend—ask your instructor, instructional assistant, or the Academic Integrity Office. You can learn more about academic integrity at academicintegrity.ucsd.edu" (Source: Tricia Bertram Gallant, Ph.D., UCSD Academic Integrity Office, 2017)

What you can do to support your success in the course:	What I will do to support your success in the course:
Read the syllabus and stay current with course information	Be prepared and bring my enthusiasm for teaching to each session
Keep up with readings and assignments.	Respond to emails within one working day, and provide timely feedback on assignments

	/ submissions.
Contribute to the learning environment with fairness, cooperation, and professionalism	Establish a learning environment with fairness, cooperation and professionalism, and will take action if these principles are violated.
Treat your classmates, instructional assistants and myself honestly and ethically	Treat you honestly and ethically, and will address any concerns you might have
Commit to excel with integrity. Have the courage to act in ways that are honest, fair, responsible, respectful & trustworthy.	Uphold integrity standards and create an atmosphere that fosters active learning, creativity, critical thinking, and honest collaboration.
Manage your time, so you can stay on track with the course and complete tasks on time.	Only assign work that is vital to the course, and will work to meet the standard credit hour allotment for the course.
Communicate with me if you determine that a deadline cannot be met due to extenuating circumstances	Consider requests for adjustments and will make reasonable exceptions available to all students when approved

Learning and Academic Support	
Ask a Librarian: Library Support	

<p><i>Chat or make an appointment with a librarian to focus on your research needs</i></p> <p><u>Course Reserves, Connecting from Off-Campus and Research Support</u></p> <p><i>Find supplemental course materials</i></p> <p><u>First Gen Student Success Coaching Program</u></p> <p><i>Peer mentor program that provides students with information, resources, and support in meeting their goals</i></p> <p><u>Office of Academic Support & Instructional Services (OASIS)</u></p> <p><i>Intellectual and personal development support</i></p>	<p><u>Writing Hub Services in the Teaching + Learning Commons</u></p> <p><i>One-on-one online writing tutoring and workshops on key writing topics</i></p> <p><u>Supplemental Instruction</u></p> <p><i>Peer-assisted study sessions through the Academic Achievement Hub to improve success in historically challenging courses</i></p> <p><u>Tutoring – Content</u></p> <p><i>Drop-in and online tutoring through the Academic Achievement Hub</i></p> <p><u>Tutoring – Learning Strategies</u></p> <p><i>Address learning challenges with a metacognitive approach</i></p>
<p>Support for Well-being and Inclusion</p>	
<p><u>Basic Needs at UCSD</u></p> <p><i>Any student who has difficulty accessing sufficient food to eat every day, or who lacks a safe and stable place to live is encouraged to contact: foodpantry@ucsd.edu basicneeds@ucsd.edu (858) 246-2632</i></p> <p><u>Counseling and Psychological Services</u></p>	<p><u>Community and Resource Centers</u></p> <p><u>Office of Equity, Diversity, and Inclusion</u></p> <p><i>As part of the <u>Office of Equity, Diversity, and Inclusion</u> the campus community centers provide programs and resources for students and contribute toward the evolution of a socially just campus</i></p> <p>(858).822-.3542 diversity@ucsd.edu</p> <p><u>Get Involved</u></p>

<p><i>Confidential counseling and consultations for psychiatric service and mental health programming</i></p> <p><u>Triton Concern Line</u></p> <p><i>Report students of concern: (858) 246-1111</i></p> <p><u>Office for Students with Disabilities (OSD)</u></p> <p><i>Supports students with disabilities and accessibility across campus</i></p>	<p><i>Student organizations, clubs, service opportunities, and many other ways to connect with others on campus</i></p> <p><u>Undocumented Student Services</u></p> <p><i>Programs and services are designed to help students overcome obstacles that arise from their immigration status and support them through personal and academic excellence</i></p>
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